



SPECIFICATION

Pathways to Employment:

SELF DEVELOPMENT & WELLBEING

Teaching from 2022

Qualification Information

Qualification Titles	WJEC Entry Level Award in Self Development and Wellbeing (Entry 3) WJEC Entry Level Certificate in Self Development and Wellbeing (Entry 3) WJEC Level 1 Award in Self Development and Wellbeing WJEC Level 1 Certificate in Self Development and Wellbeing
Qualification Suite	Pathways to Employment
Age group approved	16-18, 18+ and 19+ age ranges
For assessment from	2022
Entry requirements	None
Assessment method	Portfolio of evidence
Grade	Pass/Fail
Key documents	Unit Packs Centre Handbook for Externally Verified Qualifications

WJEC Code	Title	Qualification Reference Numbers
6880A3	WJEC Entry Level Award in Self Development and Wellbeing (Entry 3)	QiW: C00/4665/7
		QN: 610/1320/1
6880C3	WJEC Entry Level Certificate in Self Development and Wellbeing (Entry 3)	QiW: C00/4665/8
		QN: 610/1321/3
6880A1	WJEC Level 1 Award in Self Development and Wellbeing	QiW: C00/4665/9
		QN: 610/1322/5
6880C1	WJEC Level 1 Certificate in Self Development and Wellbeing	QiW: C00/4666/0
		QN: 610/1323/7

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1. Introduction

These qualifications, in Self Development and Wellbeing, have been designed to support learners' personal growth and engagement with learning.

Units are focused around developing learners' independence and ability to respond to changing situations, as well as supporting their physical and mental health, and wellbeing. The qualifications also provide an opportunity to develop learners' awareness of the world around them by developing their knowledge of different cultures and current global issues.

The qualifications are unitised and credit-based, enabling centres to combine units to develop flexible programmes of learning customised to an individual learner or group of learners' needs. Units are available at Entry 3 and/or Level 1 which provides further flexibility for centres to select units at the level appropriate to each learner.

Whilst these qualifications are not designed to lead directly to employment, they will support the development of skills which are valued by employers. Learners are likely to be studying this Self Development and Wellbeing qualification alongside other vocational qualifications to prepare them to step into employment.

2. Qualification Structure

2.1. Rules of combination

The qualifications are designed to allow centres maximum flexibility to combine units to meet the needs of an individual learner/group of learners and as such, there are no mandatory units.

- To achieve the WJEC Entry Level Award in Self Development and Wellbeing (Entry 3), learners will need to achieve a minimum of 6 credits, of which a minimum of 4 credits must be at Entry 3.
- To achieve the WJEC Entry Level Certificate in Self Development and Wellbeing (Entry 3), learners will need to achieve a minimum of 13 credits, of which a minimum of 7 credits must be at Entry 3.
- To achieve the WJEC Level 1 Award in Self Development and Wellbeing, learners will need to achieve a minimum of 6 credits, of which a minimum of 4 credits must be at Level 1.
- To achieve the WJEC Level 1 Certificate in Self Development and Wellbeing, learners will need to achieve a minimum of 13 credits, of which a minimum of 7 credits must be at Level 1.

2.2. Units available

The following units are available within the qualification.

Unit		Credit	Level
6881E3	Developing awareness of global issues	1	E3
6882L1	Understanding a global issue	2	1
6883E3	Understanding confidence	2	E3
6884L1	Building confidence	1	1
6885E3	Developing coping strategies for work	2	E3
6886L1	Building coping strategies for work	1	1
6887E3	Developing awareness of cultures	2	E3
6888E3	Understanding personal identity	2	E3
6889E3	Understanding emotional resilience	2	E3
6890L1	Building emotional resilience	2	1
6891E3	Understanding self-esteem	2	E3
6892L1	Building self-esteem in the workplace	2	1
6893E3	Understanding social media wellbeing	2	E3
6894L1	Understanding physical wellbeing	2	1
6895E3	Understanding contraception	2	E3
6896L1	Maintaining sexual health and wellbeing	2	L1
6897E3	Managing own money	1	E3
6898L1	Managing personal finances	2	1
6899E3	Understanding personal hygiene and presentation for work	1	E3
6900E3	Planning a journey	1	E3

2.3. Guided Learning Hours (GLH), Credit and Total Qualification Time (TQT)

Guided Learning Hours (GLH) give an indication of the amount of supervised learning and assessment required to deliver the unit and can be used for planning purposes. Guided learning includes teaching and supervised assessment activities and is provided for each individual unit. Guided Learning Hours is sometimes referred to as Guided Contact Hours (GCH)

Whilst learners should be encouraged to learn and work independently, it is recognised that at this level, for these qualifications, all learning and assessment is likely to be supervised.

Credit Values provide an estimate of the **total** time required by learners, on average, to complete the learning outcomes of a unit to the standard determined by the assessment criteria. One credit is the equivalent to a total of 10 hours of learning.

Total Qualification Time (TQT) represents an estimate of the total amount of time required, that can reasonably be expected, for a learner to achieve and demonstrate attainment of the qualification.

	GLH*	TQT	Credit
WJEC Entry Level Award in Self Development and Wellbeing (Entry 3)	60	60	6
WJEC Entry Level Certificate in Self Development and Wellbeing (Entry 3)	130	130	13
WJEC Level 1 Award in Self Development and Wellbeing	60	60	6
WJEC Level 1 Certificate in Self Development and Wellbeing	130	130	13

3. Delivering the qualification

3.1. Centre and qualification approval requirements

To offer this qualification, centres will need to gain both centre and qualification approval. Centres already registered with WJEC will only need to gain qualification approval.

Qualification approval is based upon a centre's ability to meet the quality criteria as detailed in the *Centre Handbook for Externally Verified Qualifications*.

3.2. Centre staffing requirements

Internal assessors

Internal assessors must be occupationally knowledgeable. This means that the assessor must possess the relevant knowledge and understanding, which is at least at the same level as the content of the unit they are assessing.

In addition, assessors should hold or be working towards a formal assessor qualification, for example:

- Level 3 Certificate in Assessing Vocational Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- Qualified Teacher Status
- Certificate in Education in Post Compulsory Education (PCE)
- Certificate in Teaching in the Lifelong Learning Sector (CTLTS)
- Diploma in Teaching in the Lifelong Learning sector (DTLLS)
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training.

Alternatives to the above qualifications may be considered where providers can evidence that assessors meet the requirements set out in the *Centre Handbook for Externally Verified Qualifications*.

Where an assessor is working towards assessor qualifications, there must be a countersigning arrangement in place with a qualified assessor from the same or related sector.

Internal quality assurers

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

Internal Quality Assurers should hold, or be working towards a formal internal qualification assurance qualification such as:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice (RQF)
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (RQF)

or have a recognised teaching qualification and demonstrable experience of undertaking internal quality assurance for knowledge-based qualifications.

Alternatives to the above qualifications may be considered where providers can evidence that assessors meet the requirements set out in the *Centre Handbook for Externally Verified Qualifications*.

Continuing professional development

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance and that it takes account of any national or legislative developments.

3.3. Learner entry requirements

There are no entry requirements for this qualification. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

Age restrictions

This qualification is approved for learners aged 16+. WJEC cannot accept any registrations for learners under the age of 16.

3.4. Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the appropriate type and level of qualification.

It is recommended that centres provide an induction programme so that the learners fully understand the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre.

3.5. Mode of delivery

Centres are free to deliver these qualifications using any mode of delivery that meets the needs of their learners. Whatever mode of delivery is used, centres should ensure that appropriate physical resources are made available to learners.

3.6. Accessibility and special consideration

The Self Development and Wellbeing qualifications have been designed to offer fair access for all learners and to minimise the need to make reasonable adjustments where learners have particular requirements.

It is expected that, normally, individual learners' abilities, interests and needs will be appropriately catered for by the centre through the choice of units available.

Where required, adjustments to standard assessment arrangements may be possible based on the individual needs of learners.

It is important therefore that centres identify as early as possible whether learners have disabilities or difficulties which will put them at a disadvantage in the assessment situation and select appropriate units, or request adjustments that will allow them to demonstrate attainment.

Please refer to the JCQ booklet *Access Arrangements and Reasonable Adjustments* at www.jcq.org.uk.

3.7. Resources to support delivery

Individual unit packs for each unit contained in this qualification; a summary of the content of the unit assessment packs can be found in Section 7 along with an overview of each unit's contents. Assessors should discuss and decide with a learner which units are appropriate to meet their individual needs and download the relevant unit packs.

3.8. Registering learners

Learners are registered and certificated through our web-based registration and certification system WJEC Connect (www.connect.wjec.co.uk). WJEC Connect allows centres to submit registrations at any time and in any number throughout the calendar year.

Once a learner has successfully met the rule of combination for the qualification and the required level of external quality assurance has been completed, centres are able to claim the certificate for the learner (see section 6).

Full guidance on the registration and certification process is available provided in the document WJEC Connect for Pathways Qualifications: Registration and Certification User Guide.

Unique Learner Numbers (ULN) and the Personal Learning Record (PLR)

The Unique Learner Number (ULN) is a personal ten-digit number, which is used to ensure learners' achievement information can be provided to their Personal Learning Record (PLR). ULNs are issued and administered in Wales through the Welsh Government.

Learners over the age of 16 in education or training can access their PLR using their ULN. Learners keep the same ULN access to their PLR throughout their lives and whatever their level of learning.

Learners that claim certification for publicly funded qualifications must have a valid ULN.

Where a learner has a ULN, centres must enter their ten-digit number in the ULN field when making entries on WJEC Connect. For learners who do not have a ULN, a claim will still be accepted if this field is left blank, but WJEC will not be able to send these achievements to the PLR.

4. Assessing and quality assuring the qualification

4.1. Overview of assessment

These qualifications are internally assessed and quality assured by centre assessors and quality assurance personnel, and externally quality assured by WJEC.

Internal assessment is based on a portfolio of evidence gathered by the candidate. The portfolio of evidence must only be collected once the candidate has completed the process of teaching and development to the satisfaction of both the candidate and their tutor.

The term 'portfolio' should not be taken simply as a collection of paper records or artifacts. Candidates can demonstrate their competence through a variety of evidence types, for example:

- direct observation by the assessor
- discussion
- learner statement
- log books
- questioning by the assessor, either written or oral
- product evidence e.g., multi-media, personal statements
- project work and assignments
- simulated observations
- witness testimony
- written work

More information can be found in the document *Centre Handbook for Externally Verified Qualifications*.

It is important that the portfolio building process does not in itself become a barrier to achievement. Evidence can be gathered as meaningful assessment activities are undertaken, whether naturally occurring within the candidate's workplace and/or vocational setting or where the centre has designed assessment activities specifically to meet the requirements of the learning outcomes and assessment criteria. Whichever evidence type is used, it must be clearly referenced to the assessment criteria.

4.2. Planning assessment

Assessors are responsible for planning assessment with candidates, including:

- agreeing the best methods of assessing a candidate in relation to their individual circumstances
- agreeing the best source of evidence to use for particular units
- agreeing a flexible timetable for unit completion and assessment
- confirming when specific assessments will take place (times, dates and places).

Assessors must make a note of their assessment planning and regularly give feedback to candidates.

4.3. Assessing evidence and making assessment decisions

Centres must appoint enough assessors of sufficient experience and expertise (see section 3.2) to undertake internal assessment duties.

Each assessor is responsible for ensuring that:

- they have a clear understanding of the learning outcomes and assessment criteria
- candidate evidence is authentic and genuine
- a range of different evidence types are used to demonstrate candidate competence
- assessment decisions are accurately recorded
- witness testimonies are authentic, valid and robust
- candidate work is annotated against the learning outcome and assessment criteria
- observation records are sufficiently detailed.

Assessors should:

- plan with the candidate
- assess candidate performance, knowledge and understanding
- look at the evidence
- question and give feedback to the candidate working towards the qualifications being assessed.

Candidates are not required to meet all the criteria every time they carry out an activity, but it is necessary that all candidates produce evidence to demonstrate they have met all assessment criteria in the unit.

Assessors must ensure that all criteria in the unit have been met before the assessor signs the unit off as complete.

4.4. Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment that considers whether a candidate can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. Recognition of Prior Learning is sometimes referred to as Accreditation of Prior Learning (APL) and/or Accreditation of Prior Experiential Learning (APEL).

Prior learning includes:

- Prior non-formal learning – learning that may be assessed but does not typically lead to formal certification, for example, learning and training activities undertaken in the workplace, voluntary sector or community-based learning
- Prior informal learning – learning that takes place through life and work experiences. This is often unintentional learning
- Prior certificated learning i.e. learning demonstrated through the award of units/qualifications awarded by a recognised Awarding Organisation/Body

RPL differs from Credit Accumulation and Transfer which allows learners to accumulate and transfer credits over a period of time, in differing locations and contexts, in order to gain qualifications.

Centres are encouraged to use RPL where appropriate. Learners should be advised that they can bring forward any relevant learning (gained either formally or informally) so that it can be assessed against the assessment criteria specified in a unit or units the learner aims to complete. It is important that the assessor makes it clear to learners that the RPL process

is concerned with how the learner has acquired the knowledge, understanding and skills; it does not mean that the learner is exempt from the assessment.

Centres should refer to the *WJEC Recognition of Prior Learning Policy* for further information.

4.5. Internal Quality Assurance

Centres are required to standardise assessment decisions to ensure that assessment is valid, reliable and consistent, through monitoring and sampling assessment decisions.

Centres must appoint internal quality assurance personnel (see section 3.2) to manage the internal quality assurance process.

Where more than one assessor is involved, the centre must appoint Internal Quality Assurers (IQA) of sufficient numbers and expertise to:

- document all activities
- ensure that assessment opportunities for learners are fit for purpose
- ensure all assessment activities are in accordance with the assessment criteria
- co-ordinate standardisation meetings
- ensure all assessors have appropriate documentation to support fair and valid assessment decisions
- develop a sampling strategy appropriate to the centre type
- sample assessment judgements at appropriate times to ensure all assessors in the centre are correctly and consistently applying the assessment criteria
- maintain records and provide feedback to assessors
- provide support to assessors on application of assessment criteria

Further guidance on the internal assessment and internal quality assurance arrangements can be found in the *Centre Handbook for externally verified qualifications*.

4.6. Reporting suspected malpractice

It is the Head of Centre's responsibility to ensure that all cases of suspected malpractice, involving centre staff or candidates, are reported to WJEC. A JCQ Report of Suspected Malpractice form (JCQ/M1) for candidate suspected malpractice or JCQ/M2a for staff suspected malpractice is available to download from the JCQ website and should be completed as soon as possible and emailed to malpractice@wjec.co.uk.

5. External Quality Assurance

External quality assurance is the process by which WJEC confirms that assessment decisions in centres are:

- made by competent and qualified assessors
- the product of reliable and fair assessment practice
- recorded accurately and appropriately
- in accordance with the requirements published in the qualification specification.

External quality assurance also provides an opportunity for centres to seek support and guidance and for the External Quality Assurer to update centre staff on emerging best practice in assessment and internal quality assurance.

External quality assurance takes place through a combination of in person or remote monitoring visits to approved centres and remote sampling activity.

Up to two monitoring visits will take place each year. Additional centre visits may be undertaken upon request. In certain circumstances, e.g., low volume of candidates or when centres are awarded Direct Claim Status (DCS), this may be replaced by desk-based scrutiny.

Sampling will take place remotely with the centre securely sharing work with the External Quality Assurer through a mutually acceptable platform.

Full details of the external quality assurance process can be found in the *Centre Handbook for externally verified qualifications*.

Direct Claim Status

Where a centre's quality assurance is found to be of a consistently high standard, the centre may be eligible for 'Direct Claim Status' (DCS). This will allow centres to claim certification for identified qualifications between external verification visits.

To be granted DCS, a centre must achieve a high rating against all WJEC criteria for externally verified qualifications as evidence upon completion of the External Quality Assurance Report.

6. Certification

Candidates who achieve the full qualification will receive:

- a certificate stating the full qualification title and qualification number.

Candidates who achieve one or more units but who do not meet the credit requirements for a full qualification can receive:

- individual unit certificates listing the unit(s) they have achieved along with their credit value.

6.1. Claiming certificates

Once a learner has successfully met the rule of combination for the qualification, and the required level of external quality assurance has been completed, centres will be able to request certificates via WJEC Connect.

Centres can request an e-certificate which will be generated by the system and can be printed by the Centre. Hard copy certificates will be distributed by WJEC.

7. Units

7.1. Unit template

Unit title	Summarises the content of the unit in a concise manner.
Level	Indicates the complexity of the unit.
Credit value	Indicates the credit value of the unit. One credit is the equivalent to a total of 10 hours of learning.
Guided Learning Hours (GLH)	Provides an indication of the amount of guided (supervised) learning time required by learners to complete the unit. This is sometimes referred to as 'contact time'.
Unit Summary	Provides a concise summary of the purpose of what the learner will learn by completing the unit.
Unit Introduction	Provides some context to the unit including why it is important and if/how it links to other units within the qualification.
Learning outcomes	State what the learner should know, understand or be able to do as a result of completing the learning in the unit.
Assessment criteria	Specify the standard a learner is expected to meet to demonstrate that the learning outcomes of that unit have been achieved.
Amplification	Additional guidance provides additional clarification on unit content and amplification of the assessment criteria where relevant.
Delivery and Assessment	<p>Provides some ideas on activities that would support delivery of the unit in a variety of settings consistent with the intent of the qualification, and identifies the types of evidence that are appropriate for assessment and gives examples of the evidence that learners will produce for this unit.</p> <p>Includes suggestions of scenarios and tasks that can be used to evidence achievement of the assessment criteria. It identifies the types of evidence that are appropriate for this unit and gives examples of the evidence that learners will produce.</p>

7.2. Unit Overviews

The section contains the unit title, level, credit value, GLH, unit summaries and unit introductions for all units within these qualifications. The full qualifications can be downloaded from the subject page of the WJEC website.

Units

Title	Developing awareness of global issues
Unit Number	6881E3
Level	Entry Level 3
Credit Value	1
GLH	10
Unit Summary	This unit focuses on how global issues can affect oneself and others.
Unit Introduction	<p>The world that we live in is increasingly small, and the impact of global issues is wide-reaching, often affecting the everyday lives of people across the globe. Global issues have local impacts, and it is useful to be aware of what is happening around the world. Awareness of global issues also helps to promote understanding of other countries and cultures.</p> <p>This unit allows learners to explore current global issues in the world and reflect on how these can affect them individually. The unit asks the learner to select a current global issue, reflect and discuss the issue and draw a suitable conclusion.</p> <p>This unit further provides useful foundation for progression to the Level 1 unit 'Understanding a global issue'.</p>

Title	Understanding a global issue
Unit Number	6882L1
Level	Level 1
Credit Value	2
GLH	20
Unit Summary	This unit focuses on how global issues can affect self and others.
Unit Introduction	<p>The world that we live in is increasingly small, and the impact of global issues is wide-reaching, often affecting the everyday lives of people across the globe. Global issues have local impacts, and it is useful to be aware of what is happening around the world. Awareness of global issues also helps to promote understanding of other countries and cultures.</p> <p>This unit aims to raise awareness of global issues. The unit encourages the learner to focus on one global issue and investigate what the issue is, what support is available for the issue and how this issue may affect self, others and the environment.</p> <p>This unit further develops the knowledge and understanding of the Entry Level 3 unit 'Developing awareness of global issues'.</p>

Title	Understanding confidence
Unit Number	6883E3
Level	Entry Level 3
Credit Value	2
GLH	20
Unit Summary	This unit will develop learners' understanding of the importance of confidence.
Unit Introduction	<p>Being able to be feel confident is a vitally important aspect of positive wellbeing. Understanding how confidence can be affected at school or college in the workplace and in our day-to-day lives and being able to develop confidence supports feelings of success and achievement, encourages aspiration, and contributes to feelings of happiness and wellbeing.</p> <p>Completing this unit will provide learners with the knowledge and skills to recognise how to develop confidence at work and understand ways that confidence might be harmed in the workplace. It will also help them to understand factors that may affect confidence in the workplace.</p> <p>This unit is a useful steppingstone to the 'Building confidence' unit at Level 1.</p>

Title	Building confidence
Unit Number	6884L1
Level	Level 1
Credit Value	1
GLH	10
Unit Summary	This unit further develops learners' knowledge about the importance of confidence.
Unit Introduction	<p>Being able to be feel confident is a vitally important aspect of positive wellbeing. Understanding how confidence can be affected at school or college in the workplace and in our day-to-day lives and being able to develop confidence supports feelings of success and achievement, encourages aspiration, and contributes to feelings of happiness and wellbeing.</p> <p>Completing this unit will provide learners with the knowledge and skills to recognise how to develop confidence and understand ways that confidence might be harmed. It will also help them to understand factors that may affect confidence in the workplace.</p> <p>This unit compliments the units in the 'Self Development and Wellbeing' qualification and is a useful progression from the 'Understanding confidence' at Entry Level 3.</p>

Title	Developing coping strategies for work
Unit Number	6885E3
Level	Entry Level 3
Credit Value	2
GLH	20
Unit Summary	This unit will develop learners' understanding of coping strategies for use in the workplace.
Unit Introduction	<p>The purpose of this unit is to help learners understand ways of coping with issues that they might encounter in their working lives. They will identify potential problems at work and where to get help as well as developing an understanding of the potential consequences of not addressing problems.</p> <p>It is inevitable that we will face difficult and challenging situations at work, and in our daily lives. Understanding our emotional responses to these challenges and being able to cope with these situations and our emotional responses to them is vitally important. Being able to marshal a range of coping strategies is a life skill that will equip learners well for their personal, social and working lives.</p> <p>Completing this unit will provide learners with the knowledge and skills to recognise how to develop coping strategies and understand ways of dealing with difficulties at work. It will also help them to understand factors that may impact the problems that they encounter.</p> <p>Although this unit focuses on coping strategies for work, the knowledge and skills that learners will develop through the completion of this unit will be equally valuable should they progress to further education and training.</p> <p>This unit compliments the units in the 'Self Development and Wellbeing' qualification and is a useful steppingstone to the 'Building coping strategies for work' unit at Level 1.</p>

Title	Building coping strategies for work
Unit Number	6886L1
Level	Level 1
Credit Value	1
GLH	10
Unit Summary	This unit develops learners' knowledge about the importance of coping strategies in the workplace.
Unit Introduction	<p>The purpose of this unit is to ensure that learners understand methods of coping with issues in the workplace. They will look at factors that positively and negatively impact work and understand ways in which problems can be addressed.</p> <p>It is inevitable that we will face difficult and challenging situations at work, and in our daily lives. Understanding our emotional responses to these challenges and being able to cope with these situations and our emotional responses to them is vitally important. Being able to marshal a range of coping strategies is a life skill that will equip learners well for their personal, social and working lives.</p> <p>Completing this unit will provide learners with the knowledge and skills to recognise how to develop coping strategies at work and understand ways of dealing with difficulties. It will also help them to understand factors that may impact problems the workplace.</p> <p>Although this unit focuses on coping strategies for work, the knowledge and skills that learners will develop through the completion of this unit will be equally valuable should they progress to further education and training.</p> <p>This unit compliments the units in the 'Self Development and Wellbeing' qualification and is a useful progression from the 'Developing coping strategies for work' unit at Entry Level 3.</p>

Title	Developing awareness of cultures
Unit Number	6887E3
Level	Entry Level 3
Credit Value	2
GLH	20
Unit Summary	This unit will develop learners' knowledge of their own and other culture/s.
Unit Introduction	<p>There are various cultures, practices, beliefs, and norms in the world. Developing an understanding of other cultures, or 'cultural awareness' will support learners to build respect and empathy for other people. Learners are less likely to treat someone differently, just because they are from a different culture or ethnicity than their own.</p> <p>Completing this unit supports learners to understand more about their own culture as well as learning about other cultures. Learners will be provided with opportunities to identify and celebrate differences as well as similarities.</p> <p>This unit compliments the units in the 'Self Development and Wellbeing' qualification and may be useful foundation to the Level 1 unit 'Understanding a global issue'.</p>

Title	Understanding personal identity
Unit Number	6888E3
Level	Entry Level 3
Credit Value	2
GLH	20
Unit Summary	This unit will develop learners' understanding of personal values and beliefs.
Unit Introduction	<p>Having a strong sense of self is a vitally important aspect of positive wellbeing. Understanding one's own personal identity, beliefs and values supports the development of confidence, resilience and self-esteem, which in turn supports feelings of success and achievement, encourages aspiration, and contributes to feelings of happiness and wellbeing.</p> <p>Completing this unit will provide learners with the knowledge and skills to understand their own beliefs and values. They will also identify aspects of own personal identity and how these might affect performance at work, at school/college and in their daily lives.</p>

Title	Understanding emotional resilience
Unit Number	6889E3
Level	Entry Level 3
Credit Value	2
GLH	20
Unit Summary	This unit will develop learners' understanding of emotional resilience.
Unit Introduction	<p>Qualities such as resilience are vitally important. Understanding how resilience can be affected at school or college, in the workplace and in our day-to-day lives, and being able to develop emotional resilience are attributes that contribute to positive wellbeing.</p> <p>Completing this unit will provide learners with the knowledge and skills to understand what emotional resilience is. They will also recognise their own responses to difficult situations and understand ways to develop their own emotional resilience.</p> <p>This unit complements the units in the 'Self Development and Wellbeing' qualification and is a useful stepping-stone to the 'Building emotional resilience' unit at Level 1.</p>

Title	Building emotional resilience
Unit Number	6890L1
Level	Level 1
Credit Value	2
GLH	20
Unit Summary	This unit develops learners' understanding of the importance of resilience in the workplace.
Unit Introduction	<p>Qualities such as resilience are vitally important. Understanding how resilience can be affected at school or college, in the workplace and in our day-to-day lives, and being able to build emotional resilience are attributes that contribute to positive wellbeing.</p> <p>Completing this unit will provide learners with the knowledge and skills to understand their own levels of emotional resilience. They will look at how resilience can support how they face difficulties and overcome challenges, and be able to plan methods to develop their own emotional resilience.</p> <p>This unit complements the units in the 'Self Development and Wellbeing' qualification and is a useful progression from the 'Understanding emotional resilience' unit at Entry Level 3.</p>

Title	Understanding self-esteem
Unit Number	6891E3
Level	Entry Level 3
Credit Value	2
GLH	20
Unit Summary	This unit will develop learners' understanding of the importance of self-esteem.
Unit Introduction	<p>Understanding and having positive self-esteem is a vitally important aspect of positive wellbeing. Understanding how self-esteem can be affected at school or college, in the workplace and in our day-to-day lives and being able to develop self-esteem supports feelings of success and achievement, encourages aspiration, and contributes to feelings of happiness and wellbeing.</p> <p>Completing this unit will provide learners with the knowledge and skills to recognise how to develop self-esteem and understand ways that self-esteem might be harmed. It will also help them to understand factors that may affect self-esteem.</p> <p>This unit complements the units in the 'Self-Development and Well-being qualification and is useful foundation for 'Building self-esteem in the workplace' unit at Level 1.</p>

Title	Building self-esteem in the workplace
Unit Number	6892L1
Level	Level 1
Credit Value	2
GLH	20
Unit Summary	This unit develops learners' knowledge about the importance of self-esteem.
Unit Introduction	<p>Qualities such as self-esteem are vitally important. Understanding how self-esteem can be affected in the workplace and being able to develop positive self-esteem are attributes that contribute to positive wellbeing.</p> <p>Getting and keeping a job necessitates a range of skills, including an understanding of self-esteem. Therefore, it is important that learners have an understanding of it so that they are equipped for a successful working, personal and social life.</p> <p>Completing this unit will provide learners with the knowledge and skills to recognise how to develop self-esteem at work and understand ways that self-esteem might be harmed in the workplace. It will also help them to understand factors that may affect self-esteem in the workplace.</p> <p>This unit builds on knowledge and understanding of concepts developed in Entry Level 3 unit 'Understanding self-esteem', however can also be studied on its own as part of the 'Self-Development and Well-being' qualification.</p>

Title	Understanding social media wellbeing
Unit Number	6893E3
Level	Entry Level 3
Credit Value	2
GLH	20
Unit Summary	This unit will develop learners' understanding of Social Media Wellbeing. It focuses on the purpose and function of a social media platform and how these platforms can affect an individual's mental health and wellbeing.
Unit Introduction	This unit asks learners to look at a range of social media platforms to outline the purpose of each. It allows the learner to look at the functions of the social media platform and what privacy and security settings are available to protect social media users. The unit also considers how social media platforms can affect mental health.

Title	Understanding physical wellbeing
Unit Number	6894L1
Level	Level 1
Credit Value	2
GLH	20
Unit Summary	The unit will develop learners' understanding of how they can contribute to a positive and healthy physical wellbeing and encourage them to demonstrate activities which will improve their own physical wellbeing.
Unit Introduction	<p>Physical wellbeing can have a significant influence on one's ability to be productive, to be motivated and successful, and to feel good about themselves. Good physical wellbeing can decrease the likelihood of illness or disease and can also have a significant impact on one's mental health and wellbeing. Knowing how to take care of physical health and wellbeing by eating well, getting enough sleep, and exercising can have a hugely positive impact on how an individual thinks, feel, and what they feel able to do.</p> <p>This unit provides opportunities for learners to consider what is needed to lead a healthy lifestyle, and to reflect on their own lifestyle to explore ways in which they might be able to improve their own physical wellbeing.</p>

Title	Understanding contraception
Unit Number	6895E3
Level	Entry Level 3
Credit Value	2
GLH	20
Unit Summary	The unit will introduce learners to how to establish and maintain positive sexual health and wellbeing.
Unit Introduction	<p>Sexual health and wellbeing is an important and often overlooked facet of an individual's health and mental wellbeing and one which, if neglected, can have a significantly detrimental impact on one's life. Understanding how to take good care of sexual health and wellbeing will minimise the risk of unwanted pregnancy and sexually transmitted infections (STIs) whilst promoting an understanding of how to make responsible choices about sexual activity that will have a positive impact on the individual and their sexual partner/s.</p> <p>This unit will introduce learners to the strength and weaknesses of different methods of contraception and the risks of having unprotected sex, and where to go for help and advice.</p> <p>This unit is useful foundation for progression to the Level 1 unit 'Maintaining sexual health and wellbeing' at Level 1 and compliments other units in the 'Self Development and Wellbeing' qualification.</p>


Title	Maintaining sexual health and wellbeing
Unit Number	6896L1
Level	Level 1
Credit Value	2
GLH	20
Unit Summary	The unit will develop learners' understanding of how to establish and maintain positive sexual health and wellbeing.
Unit Introduction	<p>Sexual health and wellbeing is an important and often overlooked facet of an individual's health and mental wellbeing and one which, if neglected, can have a significantly detrimental impact on one's life. Understanding how to take good care of sexual health and wellbeing will minimise the risk of unwanted pregnancy and sexually transmitted diseases whilst promoting an understanding of how to make responsible choices about sexual activity that will have a positive impact on the individual and their sexual partner/s.</p> <p>This unit will further explore the importance of making responsible choices about sexual activity, including the possible impact of sexually transmitted diseases, as well as the importance of consent in sexual relationships.</p> <p>This unit is useful progression from 'Understanding contraception' at Entry Level 3.</p>


Title	Managing own money
Unit Number	6897E3
Level	Entry Level 3
Credit Value	1
GLH	10
Unit Summary	This unit will introduce learners to the fundamentals of managing personal finances by preparing a personal budget and carrying out associated transactions efficiently.
Unit Introduction	<p>In this unit, learners will develop the skills necessary to carryout various transactions efficiently and effectively. They will learn about a weekly income and associated expenditure by balancing their income against expenditure. They will be able to apply this knowledge by completing a personal weekly budget plan. Learners will demonstrate their understanding by exploring different ways to make financial transactions smoothly when carrying out different financial transactions.</p> <p>This unit is useful foundation for progression to the Level 1 unit, 'Managing personal finances'.</p>


Title	Managing personal finances
Unit Number	6898L1
Level	Level 1
Credit Value	2
GLH	20
Unit Summary	The unit will introduce learners to the basic elements of managing their personal finances. It will encourage the preparation of a personal budget and for transactions to be carried out efficiently.
Unit Introduction	<p>The aim of this unit is for learners to develop the knowledge and understanding required to manage their personal finances so they can live within their means. This includes being able to identify the most suitable financial accounts and to carry out a range of different financial transactions; also, where to find reliable financial advice from financial organisations should the need arise. At the start, learners apply the skill of balancing income against expenditure by setting a personal budget, recognising essential items of income and expenditure. The ways in which financial transactions can be made is considered, including the opportunity for the learner to calculate and use checking procedures by demonstrating different financial transactions.</p> <p>This unit compliments the units in the 'Self Development and Wellbeing' qualification and is useful progression from the 'Managing own money' unit at Entry Level 3.</p>

Title	Understanding personal hygiene and presentation for work
Unit Number	6899E3
Level	Entry Level 3
Credit Value	1
GLH	10
Unit Summary	This unit will develop learners' understanding the importance of personal hygiene in the workplace.
Unit Introduction	<p>The skills and attributes required by employers varies from job to job, but underpinning qualities, such as personal appearance and hygiene, are vitally important. Knowing how to present themselves well is an essential life skill that will equip learners well for their working lives.</p> <p>Completing this unit will provide learners with the knowledge and skills to understand the need for personal hygiene in the workplace. They will look at aspects of dress, grooming and personal presentation and understand why good levels of personal hygiene are needed.</p> <p>This unit compliments the units in the 'Self Development and Wellbeing' qualifications and is a useful steppingstone to some of the Level 1 units.</p>


Title	Planning a journey
Unit Number	6900E3
Level	Entry Level 3
Credit Value	1
GLH	10
Unit Summary	This unit will develop the learner's skills and understanding of how to plan and undertake a journey.
Unit Introduction	<p>In this unit, learners will develop the knowledge and skills required to plan and carryout a journey. The learner will determine the most efficient and cost-effective ways to make the journey as well as plan for contingencies to avoid potential problems. The most favourable routes will be considered, determined by such factors as cost, availability, frequency, and distance. Once all identifiable factors have been considered, the learner chooses what might not be the most direct routes dependent upon modes of transport.</p> <p>This unit compliments the units in the 'Self Development and Wellbeing' qualification.</p>





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